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AND

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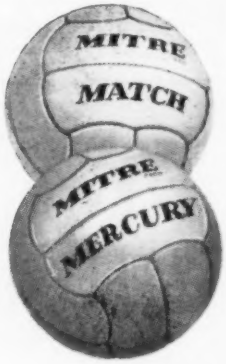

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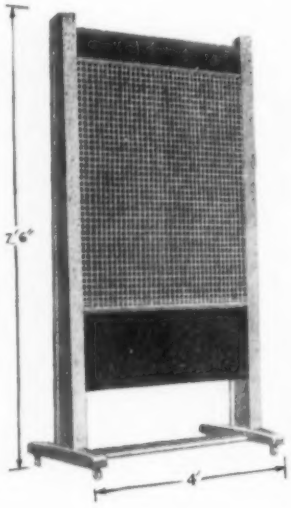

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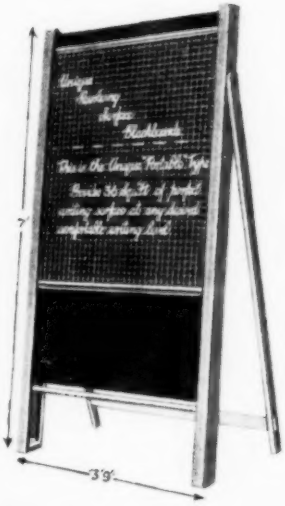

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SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

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Postage Stamps Further the Cause of Education

By K. Norman

Postage stamps have long been recognised as valuable mediums of educational instruction and enlightenment. Events of national and international significance relating to geographic and historical occasions have often been the object of commemorative stamp issues.

Additionally, wild life, customs and peoples of the world, famous world figures and contemporary events have had their share of philatelic publicity in many countries.

Therefore, it is not surprising to find that many Governments have turned to the postage stamp to espouse Educational activities.

For some years now such issues have been made to commemorate educational conferences, educational anniversaries as well as signifying the introduction of alphabetical systems. Some countries have employed stamps to publicise Adult Education.

One country whose stamps have long pursued an " educational " theme is Brazil. In 1942, for example, a single stamp went on issue in connection with the 8th National Educational Congress. The design of the stamp comprised the " Torch of Learning " placed against a map of the republic.

A figure representing " Revelation," with a book nearby, appeared on a 1949 stamp circulated throughout Brazil to coincide with the 1st Sacerdotal Vocational Congress.

Two years later Brazil also issued a stamp for the 4th Pan-American Catholic Education Congress, held at Rio de Janiero. A congregation gathered before a cross constituted the design.

During 1953 another Brazilian stamp made its debut for the 1st National Philatelic Education Exhibition at Rio de Janiero, the design for which included a striking view of the outstanding Ministry of Education Building.

The same year, when the 1st National Congress of Elementary Schoolteachers took place at Bahia, the Government struck a stamp for the occasion. This adopted as its motif half a dozen school pupils gathered around a woman teacher.

The Brazil authorities also produced a special stamp in 1954 to mark the centenary of the Education for the Blind, and used as its design a portrait of Benjamin Constant, one of the pioneers in this respect, alongside a Braille book.

A new Russian stamp issue was made in 1930, and showing several schoolpupils examining a map, commemorated an Educational Exhibition held at Leningrad.

Sweden printed an educational issue in 1942, to celebrate the centenary of the Institution of Elementary Education. Portraits of men associated with educational activities, Count Rudenschold and Nils Mansson were featured on the two stamps.

The charming picture of a young Japanese boy and girl, both reading from the one text book as represented on a special 1948 stamp from Japan, in reality signified the reorganization of the Educational System, following the Second World War.

Ten stamps were issued in Bolivia during 1948 for the 3rd Inter-American Catholic Education Congress. The designs bore symbolical motifs related to the occasion, and significance.

The 50th anniversary of the Philippines Educational System was fittingly marked by a stamp issued during 1952 within the republic. The effective design showed a young schoolboy raising his cap in greeting to a schoolgirl, both of whom carried schoolbooks. The official seal of the Department of Education figured in the stamp centre.

The lighted " Lamp of Learning " depicted on another stamp put out by Israel early last year (1955) coincided with celebrations occasioned by the 50th anniversary of the National Teachers Association, whose membership exceeds 13,000.

A set of three Polish stamps in 1953 connected with Children's Education, featured three infants at play at a school, girl pupils and a representative school, and two girls seated at a desk.

Other stamps have been specially prepared in respect to several alphabetical systems. Bulgaria in 1937 furnished five stamps to mark the 1,100th anniversary of the Cyrllic Slavonic alphabet invented by the Saints Cyril and his brother Methodius, " The Apostles of the Slavs."

Of the two designs, one represented full length portraits of the two saints, while the other typified both presenting their alphabet to a group of assembled Slavs.

Kemal Ataturk, former Prime Minister of Turkey, appeared on six stamps issued in 1938 on the occasion of the 10th anniversary of the introduction of the Latin

alphabet into the republic. Ataturk was represented demonstrating the system from a blackboard.

The Korean alphabet was introduced in 1446, and the 500th anniversary of this event was recognised by a new Korean stamp distributed in 1946. A page of the alphabet was the topic displayed.

Adult Education has also been the reason for several other stamp issues from widely-separated countries.

At the time of issue of two stamps in 1941, the Dominican Republic (where educational arrangements were then indifferent) was building some 5,000 elementary schools for children aged from 7 to 11 years.

The common design in tripartite arrangement illustrated one of the new rural schools, a " Torch of Know-..dge " and a portrait of President Trujillo, initiator of the " Popular Education " Campaign.

Eleven stamps of one design comprised another series printed by Mexico in 1945 to promote National Education. The design for these showed a bandage being removed from the eyes of an adult, symbolising Adult Educational enlightenment.

A book held in a hand, an open book and the rising sun were the two topics included in the issue in 1950 by Liberia of stamps to publicise the National Literacy Campaign.

The picture of a teacher instructing a pupil and a quill pen and an insignia were shown on ten stamps issued by Ecuador in 1946 in connection with the Adult Education Campaign.

The ten Education stamps of 1948 incorporated two designs—one of a book and pen (indicating reading and writing), and a teacher with pupils in the school grounds.

Ecuador issued another eleven stamps for the 1950 series of " Educational " stamps, with four being provided in 1951.

The six designs employed on Ecuador's 1953 Adult Education stamps represented elderly folk learning the alphabet, teacher and some pupils, an instructor and a student, teaching the alphabet, a hand and the " Torch of Learning," and a man with a ballot box.

Music Education in Cyprus

Thirty-seven young Cypriot musicians, Greek, Turkish and Armenian, out of forty-nine entered for the 1956 summer written (theory) examination of the Associated Board of the Royal Schools of Music have passed, the Cyprus Department of Education recently announced.

Music examinations by the Board's representatives have been held in Cyprus since 1950, since when there have been one practical examination annually for individual candidates and elementary school choirs, and two annual written examinations for individual candidates.

Cypriot interest in music has grown fast during the past six years. In 1950 the practical examination attracted only twenty individual and twenty-five children's choirs. This year there were 160 individual and 380 children's school choir entries. For the written examinations of 1950 there were seven entries. Last year eighty-six entered for the two examinations and this year forty-nine for the summer examination alone. The second examination is in December.

Since 1950 the Department of Education has steadfastly encouraged choir singing in elementary schools and the system has spread rapidly, thanks partly to the support given to music teachers by the Department's Organizing Teachers of Music, and partly to the annual examinations of the Board of the Royal Schools, which have unquestionably been a tremendous incentive to the island's juvenile choirs.

The Board's 67th annual report reveals a most interesting fact about choir singing in Cyprus. In 1955, twenty-five Commonwealth countries entered young musicians for the Board's examinations. Only six of them—Cyprus, India, Kenya, Singapore, Ceylon and Hong Kong—entered school choirs. Of these, Cyprus led by the overwhelming margin of 327 choirs to thirteen for India, five for Kenya, three for Singapore, and one each for Ceylon and Hong Kong.

Terrorism and the resultant closing of scores of Cyprus schools through unruliness in 1956 have severely hampered musical progress in Greek-Cypriot schools. Before the 1956 choir examinations, 126 Greek-Cypriot schools had entered 312 choirs. Through many schools closing, only forty-two choirs could be examined. That meant that instead of approximately 10,000 children being examined, only about 1,000 appeared in choir groups of twenty-five or thirty. Additionally, the closings meant that a further 20,000 children who would not have been chosen to represent their schools in choirs, but were nevertheless taking singing, have been deprived of regular singing classes.

The new secretary of the Department of Scientific and Industrial Research is Dr. H. W. Melville, F.R.S.

Salary Scales

Local Education Authorities have been informed that, after consultation with the Minister of Agriculture, Fisheries and Food, the Minister of Education has approved the recommendations submitted by the Committee on Scales of Salaries for the Teaching Staff of Farm Institutes and for Teachers of Agricultural (including Horticultural) Subjects on the staff of Local Education Authorities for revised salary scales to apply with effect from 1st October, 1956. In pursuance of the provisions of Section 89(1) of the Education Act, 1944, the Minister is making an Order for the purpose of securing that the remuneration paid by Local Education Authorities to teachers covered by the Committee's Report shall be in accordance with the salary scales so approved.

The Minister has also approved recommendations submitted by the Burnham Main and Technical Committees for revised salary scales to apply to teachers with effect from 1st October, 1956. Orders are being made by the Minister to secure that the salaries paid to full-time teachers employed in Primary and Secondary Schools and in Establishments for Further Education shall, as from the operative date, be in accordance with the salary scales so approved.

The recommendations contained in the Report of the Committee on Scales of Salaries for the Teaching Staff of Training Colleges (England and Wales), 1956, have also been approved by the Minister. Payment of salaries from 1st October, 1956, in accordance with the recommendations will be approved for the purposes of Regulation 14 of the Training of Teachers Grant Regulations, 1955 (Grant Regulations No. 7).

Compulsory Education in Arab Countries

None of the Arab States of the Near East have so far been able to provide even primary education on a free and compulsory basis for the entire age-group involved. This is stated in a report, "Compulsory Education in the Arab States," the latest addition to the Unesco series of studies on compulsory education.

Considerable progress has, however, been made with the task, especially in recent years, says the report. All the Arab States have enacted legislation for the provision of free education to a certain extent, and the majority of States have made primary education compulsory. Throughout the region as a whole there are now more than twelve times as many government schools as existed 40 years ago. But even those States which have made some period of education obligatory have not been able to enforce it.

The report arises as a result of a conference convened in Cairo in 1954 by the Egyptian Government in collaboration with Unesco and the League of Arab States, to examine the position of free and compulsory education in the Arab countries of the Near East. States surveyed from this aspect are Egypt, Jordan, Iraq, Lebanon, Libya, Saudi Arabia, Yemen and two principalities of the Persian Gulf—Bahrein and Kuwait.

The survey outlines some of the difficulties contributing to what is described as an "unsatisfactory" position. For example, some of the States have not long achieved their independence, and education has only recently become the responsibility of national authorities. Lack of funds, except in oil-producing countries, and a relatively high school age population have also helped to inhibit the application of a satisfactory educational programme in the region. Other factors involved have been protracted political instability, inadequacy of statistical data and an absence of suitable machinery for co-operation between the countries concerned.

Most progress has been made in Lebanon, Syria and Jordan, where about three-quarters of the children of school age are enrolled in schools: provision for schooling now exists for practically all the boys in these States, while the provision for girls is gradually improving. In Egypt, about half the children of school age have been enrolled; in Iraq and Kuwait, about 40 per cent. In the remainder of the countries concerned modern education "is only slowly gathering way," but the report forecasts that within ten to twenty years most of the Arab world will have achieved compulsory education.

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World Progress in Education

A picture of world progress in education emerged at the 19th International Conference on Public Education held in Geneva recently, one of the most broadly representative meetings in this field ever held. In response to more than eighty invitations issued jointly by Unesco and the International Bureau of Education, seventy-four states sent delegates.

Every report told of more schools, more teachers, and, above all, more pupils. The records showed that compulsory education is being extended and the standards raised in countries where for centuries illiteracy was general among the masses.

Though progress was emphasized in the reports presented for discussion at the conference, there was also frank recognition of the fact that millions of children are still deprived of their rightful share of learning because of shortage of teachers and lack of school buildings.

Britain needs a one third increase in the number of its science and mathematics teachers by 1961, the conference was told. The United States, expecting a 30 per cent. increase in school attendance within ten years, reported a shortage today of 140,000 qualified teachers. And illiteracy rates of from 60 to 80 per cent. were reported from less advanced countries.

However, M. Alfred Borel of Switzerland, president of the conference, said: "There are clear signs of an education race which may well be one of the characteristics of our age."

The "race" had been forecast more than two years ago after publication of the Soviet Union's statistics on expanded public education. The idea was brought forward on the final day of the conference by Mme. L. B. Doubrovina, Deputy Minister of Education of the Russian Soviet Federated Socialist Republic, who invited the United States to "a competition in the field of education."

Mme. Doubrovina stated that school fees at all levels, including that of university, had been abolished, and that one of every four persons in the Soviet Union is now receiving some form of education.

An American spokesman later commented that the United States' educational system was being developed according to national needs and not with the aim of competing with other countries. At the conference the report presented for the United States said that a fourth of the entire population attends school, and enrolments have increased by 26 per cent. since 1950. Forty-seven per cent. of those graduating from high school go on to college on either a full-time or part-time basis.

The task of the international conferences on public education, which have been held in Geneva every year since 1933 except for the war years, is, however, to promote a sharing of progress, rather than mere competitive contest. M. Borel told the conference: "Thanks to this meeting we are able to view the international panorama of education . . . a panorama which at no time in history has been so promising nor so fraught with responsibilities for the ministries of education."

The educators turn their attention to specific problems of school administration and teaching, during the Geneva meetings, in addition to viewing the general picture. This year they concentrated on school inspection and the teaching of mathematics at secondary school level. Questionnaires on these subjects had been sent beforehand to governments by Unesco and the International Bureau, and written answers received. Each year two subjects are chosen for such discussion.

After deliberation on the duties and powers of school inspectors—varying greatly from country to country—a Recommendation on School Inspection was voted unanimously by delegates from seventy-one States. Its first clause is: "The fundamental aim of inspection should be to promote by every possible means the development and the efficiency of educational establishments and to ensure a two-way liaison between education authorities and the schools and communities."

The discussions showed how the control exercised by the modern inspector varies from complete authority over headmasters and teachers, even judgment on their "ideological level" as in the case of the U.S.S.R., to a purely advisory function as in Great Britain where the inspector reports on the schools rather than on the teachers and does not exercise executive powers.

However, the emphasis in the recommendation was on the inspector's role as the teacher's friend and adviser rather than as judge and supervisor.

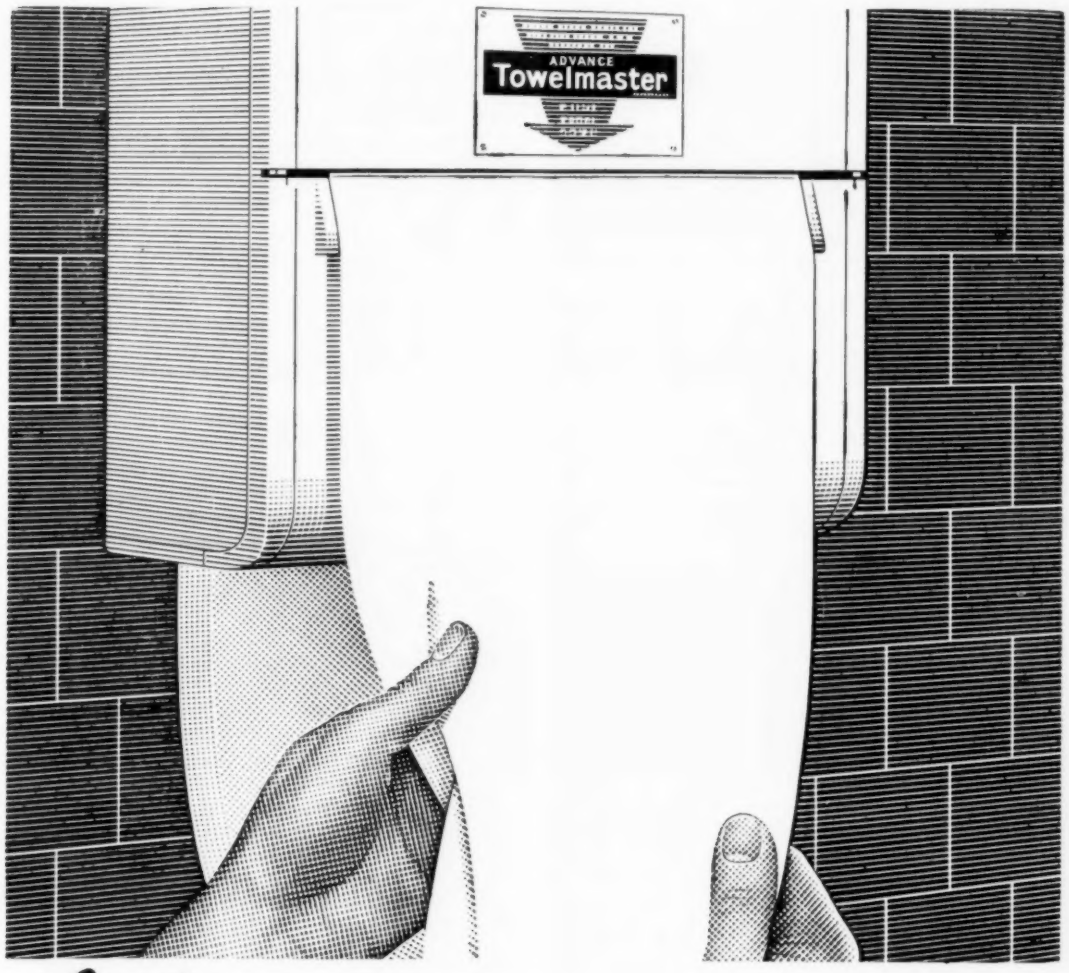
Main points of the conference recommendation on the subject include: where the inspector is both counsellor and administrator he should be relieved of the more routine official tasks and be given secretarial assistance; he should supervise the application of official instructions and also transmit the teachers' wishes to the higher authorities; he should take every care to respect the teachers' intellectual freedom and initiative and take account of suggestions made to him by teachers and teachers' associations; wherever the inspector is required to make any kind of direct assessment of the teachers' work, the right should be guaranteed to teachers to make appeal against inspectors' judgments.

The whole concept of school inspection is changing, Dr. Luther H. Evans, Director General of Unesco, said during the discussion, from the old type of inspector who criticised the teachers to the new type who co-operates with the teachers.

In the discussion of mathematics instruction, Dr. Evans said the teaching must be improved if its present unpopularity, especially among women, is to be dissipated.

These deliberations brought forth emphatic statements that study of mathematics is fundamentally important as an invaluable intellectual discipline; that "maths" helps to make the mind more rational; that it provides emotional satisfactions for children.

The final recommendation on the subject recognized the connection between mathematics and scientific progress. It stated that the scientific, technical, economic and social development of all nations is



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governed by an adequate supply of mathematics teachers, and therefore more must be done to attract qualified teachers because of the present shortage in most countries.

It was stated that pupils should not be discouraged by the imposition of ready-made adult thinking but should be stimulated to discover mathematical relations and properties for themselves, and that examination papers should call for skill rather than "cramming." "There is no reason to believe that girls are less able to study mathematics than boys are," the conference declared.

It was recommended that governments, Unesco, the International Bureau of Education and other organizations promote the international exchange of ideas, works, research and results in mathematics teaching.

The recommendations of the conference will be circulated throughout the world in many languages and will be available for consultation in education ministries and in many local bureaus of education.

United Kingdom delegates to the Conference were: Mr. P. Wilson, Chief Inspector; Mr. J. Langford, Headmaster of Battersea Grammar School; Mr. J. S. Brunton, Scottish Education Department; Mr. R. S. Brownell, Ministry of Education, Northern Ireland.

Teaching Modern Languages

Modern inventions such as the magnetic recorder may play a significant part in future teaching of modern languages; but that learning "by heart" is still the very root of the study of a foreign tongue, is the view of a comprehensive survey of the subject carried out by the Ministry of Education.*

Many special aids are available to-day to help the teacher of a modern language carry out more effectively or economically certain parts of his teaching programme. But these aids are a means to an end, emphasises the pamphlet; the employment of such devices must be thoroughly understood if they are to be used at the right time, and their employment "in no way lessens the responsibility of the teacher, or the need for hard work on the part of the pupils."

Significant progress in the teaching of modern languages in this country has been made in the last twenty or thirty years. The aims and methods outlined in the survey indicate that although this country wishes to adhere to its tradition of approaching the study of modern language "in a deep and scholarly way, through literature as well as language," we, as a nation, have every intention of equipping our pupils with a knowledge of foreign peoples and the ability to understand their spoken language and to use it in conversation with reasonable accuracy and fluency.

No one would be likely to deny that the study of modern languages to-day, in common with the study of English and the ancient classical languages, has a logical and intellectual value; but it also provides the artistic and aesthetic training which mark the truly educated person, says the pamphlet.

Foreign languages, like most other subjects, are not learned at schools simply as an end in themselves. In learning to pronounce, speak and write another language, boys and girls will probably for the first time become critically conscious of language and of sound in language, and this should help in the mastery of their mother tongue. One important advantage in learning a foreign tongue before the age of eleven years is the comparative ease with which young children can acquire the pronunciation and intonation of a language new to them.

Recording instruments, by means of which pupils can listen to their own voices, are especially adaptable to the requirements of the classroom, and will almost certainly become an increasingly essential type of equipment. Britain, the survey reveals, has kept abreast of other nations in the provision of such visual and aural aids to teaching, with the exception of the United States and Sweden, where most secondary schools make constant and effective use of the wire or tape recorder.

But the simplest and most effective visual aid to teaching is still the blackboard, says the survey, and it adds that the skill of the teacher is usually apparent from the use he makes of it. The old-fashioned lantern slide, however, has largely been replaced by the film strip. The gramophone is stated to have many advantages over other ancillary aural aids to teaching, and there is to-day an excellent supply of suitable records available.

Languages Studied

French is still the language most commonly studied in English schools. The pamphlet says "it cannot be denied that recent wars have slowed down the progress that the teaching of German, Spanish and possibly Italian was making in this country." The survey recalls that the traditional freedom of governing bodies and headmasters to decide the curricula of their schools remains unimpaired; no pressure to introduce a particular language is exercised by the Ministry of Education or any examining or other official body.

Facts which emerge from an examination of comparative figures relating to entrants for the School and Higher Certificate Examinations in 1939, and the examinations for the General Certificate of Education, 1952 and 1954, show that, for pupils below the sixth form, French still predominates, but to a slightly lesser extent than in 1939. The total number of pupils offering German has increased, yet the proportion of the total entrants taking German is a little less than before the war. Spanish has nearly trebled its numbers, having improved its position steadily during the last fifteen years. Italian lost ground during the last war which has not yet been recovered, and Russian is making slow progress; the number of entrants offering these two languages still remains small.

In the sixth form there have been significant developments. At the advanced level of examination the number of pupils offering French has more than doubled since before the war, while the total examined in the other four languages has increased in even greater proportion.

* "Modern Languages"; Ministry of Education Pamphlet No. 29; H.M.S.O. price 3/-.

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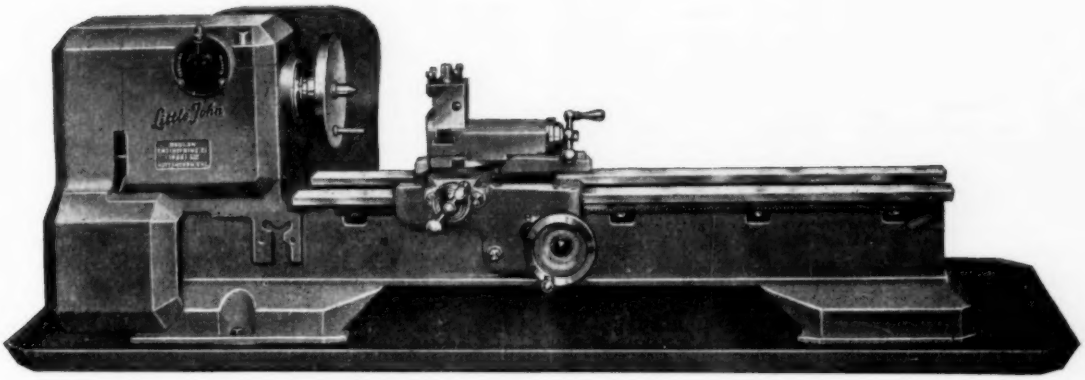

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The chief reason for the pre-eminence of French to-day is that our modern methods of instruction in foreign languages demand that the teacher shall have an intimate knowledge, not only of the language he is teaching but of the foreign country and people; and the teacher is aided in his task if at least some of his pupils have made contact with children in the foreign country or can reasonably look forward to meeting them. The geographical position of France makes such contact easy to achieve, and in view of our improving relations with Germany, Spain and Italy, it should now be possible for enthusiastic and resourceful teachers to overcome existing difficulties and forge links with these countries close enough to enable them to bring to their teaching a realism based on up-to-date knowledge of the country and people. Most teachers to-day speak with a reasonable degree of fluency and accuracy the foreign language they teach. The survey discloses that a wealth of course books and readers are now available in French, German and Spanish for reading in grammar schools, but that the supply for modern schools is not yet so satisfactory. It is of interest to note that of the 113 teachers' training colleges in England and Wales offering two-year courses of training, only thirty-seven offer a main course in a foreign language; this is normally French.

Foreign Exchange of Teachers

Reference is made to the value of exchanging teachers with foreign countries and to the establishment of pen-friends between nations. The foreign assistant scheme is a reciprocal arrangement now extending to France, Germany, the Saar, Austria, Switzerland and Spain for the exchange of students or teachers under thirty years of age who are capable of conducting lessons in conversation in their native tongue and of bringing something of the atmosphere and spirit of their own country and people into the schools of the receiving country. The scheme is of great value to the schools and is a means of giving the intending teacher of a modern language the profitable experience which must come from an unbroken period of at least nine months' residence in the foreign country, and from close contact with a school in that country. The interchange scheme, which caters for older and more experienced teachers, is equally valuable.

Correspondence between children in foreign countries fosters and maintains interest in language study. Machinery to put pupils in touch with students abroad has been set up by the External Relations Branch of the Ministry of Education, the Modern Language Association, the International Scholastic Correspondence Organisation and the Council for Education in World Citizenship.

Subjects covered by the survey include the general principle of teaching foreign languages and methods employed; progress in grammar and other types of secondary schools at elementary and advanced levels; modern languages in Further Education; books and ancillary aids; the training of teachers and, for comparison, a section on the teaching of foreign languages abroad.

Dr. W. D. Wall has been appointed Director of the National Foundation for Educational Research and will take up this position in November.

Hungary Calls National Teaching Conference

The Hungarian Government is calling a national conference to discuss further improvements in the education system, Prime Minister András Hegedüs announced in Parliament. It will draw in the specialized ministries, teachers, youth organizations, scientific and cultural experts.

One of the problems to be discussed, he said, was "the great deal of delay" in introducing polytechnic education.

"We can be satisfied in general with the education system, but we must say that the Ministry of Education has not done all that could and should have been done," he said. "We shall clear up the important theoretical questions and practical tasks still in front of us in the sphere of education."

The Prime Minister disclosed that the Government is planning a new system for training teachers and nursery school teachers. Students would only be accepted for the two-year training college after matriculation at grammar schools.

Training of specialized teachers would be extended from the present four to five years to improve their qualifications.

The current 1956-60 Five Year Plan propcses building new schools to the equivalent of 4,100 classrooms by 1960. An increase of 35 per cent. is also envisaged in the same period in the number of technical school students.

Hungary's university population is today four times as high as pre-war—43,800 in 1955/56 against 11,700 in 1938.

Under present plans the number of technical university students is scheduled to increase by 1960 by 40 per cent., alongside an overall increase of 20 per cent. in the number of first year university and college students.

Visual Aids from Overseas

An exhibition of visual aids made by teachers in training in British territories in the Far East, Africa and the Pacific is now being held at the Imperial Institute.

The exhibits come from eleven teacher training colleges, and the territories represented are the Federation of Malaya, Hong Kong, North Borneo, Fiji, Nigeria, Gold Coast, the Gambia, Kenya and Northern Rhodesia, and have all been devised and made by local students in training. Visual aids to teaching are nowadays everywhere regarded as important, but they are, perhaps, especially so in countries where the general educational level is not so advanced as it is in this country.

The examples selected for this exhibition show imagination and ingenuity. There is considerable variety and the class-subjects for which they have been designed include numbers, language, history, geography, natural history and local studies. The collection includes some interesting (and amusing) sets of puppets used for oral practice by way of impromptu puppet plays and story-telling. To round off the exhibition a few examples are included of work done by children under the guidance of student teachers.

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R.S.A. Institute New School Technical Certificate Examination

The syllabus is now available of the Royal Society of Arts new scheme of examination for the award of a School Technical Certificate which will be held for the first time in 1957.

The new scheme is similar in structure and general aim to that for the Society's School Commercial Certificate, instituted thirty years ago; it is in fact an extension of the latter scheme to include a number of basic technical and scientific subjects. The regulations applicable to the award of both certificates require that in each case candidates shall pass at one examination in at least five subjects selected from prescribed groups, and the general purpose of both examinations is the certification of a standard attainment appropriate to boys and girls leaving secondary schools at the age of sixteen years and taking up careers, in the one case in commerce, and in the other in some branch of engineering or building. It may be noted that both schemes differ from the Society's long-established and somewhat similar Grouped Course Certificates in Technical and Commercial Subjects in that the School Certificates are designed for boys and girls attending full-time courses in secondary schools, while the less exacting Grouped Course Certificates are intended for young students of junior evening institutes as a means of progression to colleges of technology and commerce.

It may also be of interest to record that in the centenary year of the Society's examinations it was decided to re-introduce two of the subjects that were first offered in 1856, viz. Chemistry and Mechanics; and also Physics, which was first offered in 1857.

Copies of the regulations and syllabus can be obtained from the Examinations Officer, Royal Society of Arts (Examinations Department), 28, Victoria Street, London, S.W.1., price 4d., post free.

State Scholarships to Universities for Older Men and Women

A labourer, a factory storeman and a locomotive fireman on British Railways were among thirty winners of Mature State Scholarships at Universities last year.

The Ministry of Education now invites applications from suitably qualified candidates for the thirty scholarships available in 1957. Those successful will receive grants for their tuition and maintenance. Allowances for dependants will also be made.

State Scholarships for Mature Students are intended to make a university education available to men and women over twenty-five years of age who are normally resident in England and Wales and who were unable to take a university course at the normal age but who have shown through their continued study, usually at a Workers' Educational Association class or University Extra-Mural Tutorial Class, that they are likely to profit by such a course as a full-time student. The scholarships are designed for those who wish to follow courses of liberal studies.

Since the arrangements began in 1947, 264 scholarships have been awarded—206 to men and 58 to women. Most awards have been made in the English, Economics and Politics group of subjects, but awards in Modern Languages, Physics, Chemistry and Mathematics have also been made. In recent years the Natural Sciences and Mathematics have provided an increasing number of candidates.

138 scholars had finished their course by July, 1955 (the last date to which full examination results are available) and 125 of them obtained Honours degrees, including thirteen with First Class Honours.

A leaflet (Form I U.M.) giving full particulars, and application forms, are available from the Ministry of Education, Curzon Street, London, W.1. Applications must be submitted by 14th November, 1956.

School Meals Deputation

Lord Strathclyde, Minister of State for Scotland, met a deputation from Glasgow Education Committee on August 24th when the proposed scheme of charges for school meals and the supply of milk in nursery schools was discussed.

Lord Strathclyde intimated that the reductions for large families must remain at 1d. for the second child and 2d. for the third and subsequent children. He pointed out that remissions were available for necessitous families and more generous scales for these had been agreed.

The charge for mid-may meals in nursery schools must be increased from 1s. 10d. to 3s. 11d. per week. Against this, remissions in necessitous cases and large family reductions will apply for the first time to such meals.

The amount of free milk in nursery schools must become one-third of a pint per day but additional milk can be supplied with afternoon refreshments, the charge for which will be reviewed.

It was agreed that in view of the changes in the scheme and the short time between the opening of the Glasgow schools and the date of September 1st intended for the increase in charges, the start of the scheme in the city should be postponed for a week.

Sandwich Course in Chemical Technology

A booklet is now available giving details of the four year Sandwich Course in chemical technology to begin at the London Borough Polytechnic this month. The course arranged is an integrated course in which chemistry and technological subjects are studied parallel to one another throughout the four years. Students will have the choice of specializing in one of four related technologies:

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(*d*) Metal Finishing.

The full programme is to be submitted to the Hives Council for Higher Technological Awards and it is hoped that students will be able to obtain the National Diploma in Technology at the end of their four-year course, which will involve alternate periods of six months in the Polytechnic and in industry. A fifth optional year will lead to the Graduateship of the Royal Institute of Chemistry.

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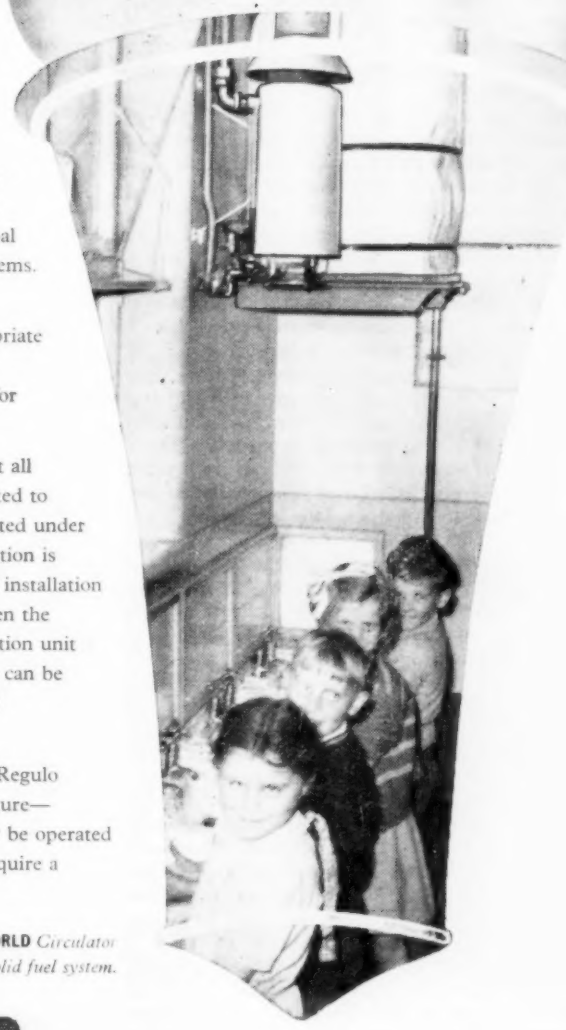

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Education of the Common Man

BY JUNIUS

From time to time many who take the trouble to attend lectures on topics mainly of a scientific character have their curiosity whetted by a question such as: "What is being done for the common man?" Whether the questioner is of that ilk which considers itself as a superior class apart, with sympathies, or as a representative of a class which in the past has been deprived of something and is now beginning to look after its own interests, one will, perhaps, never know. But to a learned professor with no distinct political leanings it is an embarrassing question, whilst to one of the other kind it is a gift from the gods.

It is often found that definitions may differ in different countries. One's conception of democracy may differ greatly in England and Russia. One may use the same words but speak a different language.

The term "common man" is extremely difficult to define. The word "common" itself when applied to an individual conveys the impression that the person indicated has habits and conduct which leave much to be desired and which are associated with a low class of individual deemed in the north country a "low lifer." This type of person indubitably needs educating.

But the questioner has something more in mind than the "low lifers," who, although a menace to society at large, are at least gullible and a welcome source of electoral support at the appropriate moments. He is trying to remind his audience of the bad old days when education had to be purchased and was, in the higher reaches, the perquisite of the families who could afford both to pay and to forgo the wages or salaries of their offspring until the required qualification had been achieved. He has in mind the fee-paying institutions, especially the Public Schools, and the other erstwhile strongholds of the opulent classes—Oxford and Cambridge. Pressed a little further he would, perhaps, inform you that he would reorganise and reform some of the so-called "professions" and improve the method of entry thereto. Apart from the desire of the questione to gain the sympathy of his audience by referring to wrongs unrequited, there is a subtler intent, to rouse indignation by suggesting there is a huge reservoir of talent which is being inhibited from development by lack of facilities and restrictive economic conditions. He will aver that the needs of the family compel the child to earn at fifteen plus and that once earning he has no energy nor encouragement to attend evening continuation classes, nor even to take a correspondence course, for that matter. The question of sacrifice does not enter into his picture. Abolish sacrifice, make everything free and hordes of students will queue to avail themselves of the marvellous facilities to be had for the asking and soon we shall achieve the golden age. It is presumed that these new knowledge seekers will have to be sorted according to their abilities and aptitudes and those who do not conform will perforce be returned or directed to industry.

An Age Group

At this stage it might be desirable to examine the position relative to the various classes in a typical eleven plus age group in the schools of a local education authority. The children who overleap the examination hurdle and are transferred to grammar schools or secondary technical, art or commercial schools, if they continue to make the grade in the terminal examinations have a very good chance of achieving either university or professional status. They have grants and scholarships and much depends on their own industry and the assistance given by parents, although cases have been known of children succeeding despite the attitude of their parents. To some extent it can be stated that the clever child is well "looked after" or can very well look after himself, even under the present system which in this, the most democratic country in the world, appears by its multifarious varieties of types to rouse in the minds of the visitor from overseas a feeling of wonder that any good results are achieved at all or of admiration for a country that can make anomalies work. Oxford and Cambridge, once the preserves of the "good class" and the opulent are now almost overrun by the "clever" boys who have overleaped the examination hurdles and have taken advantage of state and rate aid. In fact it is difficult to secure entrance unless proof can be shown of the required standard of intellectual attainment. Under the old rule of thumb standard of ability to pay, whether profiting or not, it would appear that about three quarters of the children of the common man are now in *statu pupillari* at Oxford and Cambridge and the mean street is now illuminated by the dazzling colours of the old college tie and blazer.

The maintained grammar schools succumbed long ago to the invasion of the common man by the introduction of the eleven plus examination and the decree to abolish fees. Up to then the average intelligent opulent was readily accepted because the accommodation was available and he had to face little or no opposition. He infused a certain amount of tone, and was often a stalwart on the sports field, but learning was not his strong forte and he languished in the hurly-burly fifth form until the time arrived for his departure. What has happened to his class? He has certainly not strengthened the ranks of the secondary moderns. Perhaps he has scrambled into some impecunious boarding establishment "willing to undertake experiments"—at a cost. His parents have willingly made the sacrifice without state or rate aid, and prefer that he should run true to tradition and remain the offspring of the uncommon man.

Border Line

Of the curve of distribution the most perplexing portion is that which includes the border line group. If the places exist he is in, if there is a shortage he is out. A change of environment and a hard struggle might help him to gain a few places in the positional list, on the

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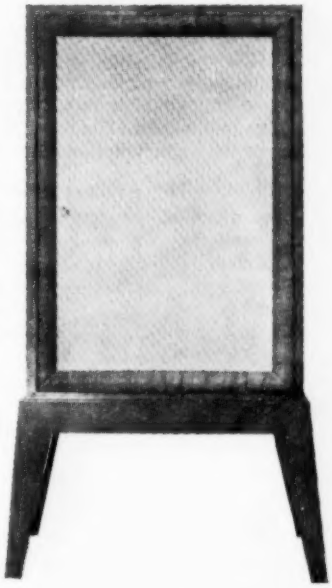

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other hand a poor home environment and little encouragement may cause him, in school-boy terms "to be up against the collar" and accumulate events which lead to a final discouragement, which drives him to hate the school and all that is therein, and to a desire to withdraw and seek pastures new. The comprehensive system might help but this type of student needs a great deal of tactful handling and a sampling of classes and subject before he can "find his feet."

Secondary Modern

The secondary modern type is the greatest problem; the type that needs the greatest help in every direction. The L.E.A.s in some areas have responded by trying to provide similar conditions in all types of secondary schools for children up to the age of fifteen plus and extra facilities where they remain until eighteen plus. Even so, for the fifteen plus children who leave school and enter industry or commerce the problem begins afresh. In some areas about 30 per cent. of these children appear to have covered their educational stint. They do not profit by attendance at evening continuation classes catering for the basic subjects. They may start, but they never finish. In some centres special classes have been started for these young people and the curriculum has been made as attractive as possible. But the results have been the same. The capacity to learn is not there, the outside attractions are overpowering. Even at a later stage when applications are made on their behalf by the various trades organisations, the best to which they can rise is the single commodity subject. With the non-commodity or ancillary subjects they are unable to proceed owing to loss of background. Some of these young people drift into the youth clubs and are attracted to various single subjects under the guise of hobbies. If they have a gift for any particular practical hobby they show signs of enthusiasm, and endeavour to spare a few moments from the timbrel and the cymbal but at lectures, debates or business meetings they hardly combine to make a satisfactory audience. In fact, although the club is of the greatest use to them they are often the greatest nuisance to it. When the day continuation scheme is implemented these are the young people who will need to be very carefully handled, in some cases manhandled if a repetition of their conduct in the former junior instruction centres is to be avoided.

The Average Child

And now what of the remaining 45 per cent., the secondary moderns, for many of whom possibilities exist if the facilities are carefully geared? Many of these gain from attendance at their school, much more than is ever realised, and as a result of careful teaching they find themselves plodding along to the senior technical college and continue as far as their intelligence will permit them. These are the good, sturdy, persevering stock who become the future artisans and craftsmen. They may be slow, but they master their crafts, some become foremen, some managers, some just happy craftsmen so long as they feel they are able to enjoy a happy home life in return for honest work. This is the reservoir which needs to be filled from time to time with the best and as the best are slowly gaining due recognition in time the secondary modern school which provides for the educational requirements of the majority of the nation's secondary children will come into its own. Perhaps some of the products will desire to send their own children to fee-paying independent secondary schools and thus the common man will create a tradition for his uncommon children.

Once and for all let us lay the bogy of the common man and his grievances, unless we poor males all consider ourselves—common men.

Unesco General Conference

The United Kingdom Delegation to the Ninth General Conference of Unesco which, at the invitation of the Indian Government, will open in New Delhi, India, on November 5th, will be led by Sir David Eccles, the Minister of Education.

Lively discussions are expected at the Conference on such subjects as the expansion of teacher training, the strengthening of contacts between the cultures of the Orient and the West, and the obstacles to the free flow of information and ideas across national frontiers.

In the view of H.M. Government, new activities should be balanced by economies in the Budget, for which there appears to be considerable scope.

Delegates are expected from almost all the seventy-six member states and from twelve British non-self governing territories who are associate members. Paraguay, Ethiopia, Rumania and Bulgaria will be eligible to attend for the first time.

The United Kingdom will be represented by the Right Hon. Sir David Eccles, K.C.V.O., M.P. (Leader), Sir Ben Bowen Thomas (Deputy Leader), Mr. Isaiah Berlin, C.B.E., M.A., Sir Kenneth Clark, K.C.B., Sir Charles Darwin, K.B.E., M.C., M.A., Sc.D., F.R.S., Miss Mary Field, O.B.E., M.A., Mr. J. B. Frizell, C.B.E., B.L., Mr. H. Shearman, M.A.

London's Evening Classes

Last year nearly 300,000 Londoners, from school leavers to octogenarians, were taking advantage of some form of further education. Of these over 250,000 attended evening classes, either in the various types of evening institutes or at polytechnics and other colleges.

Evening classes have been a feature of London education for over a century. As long ago as 1848 "Metropolitan Evening Classes for Young Men" were started to enable mechanics and craftsmen to obtain some knowledge of the scientific principles underlying their trades. Science and Technology in this age of atomic energy remain a prominent feature of the evening classes of today but the very titles of present-day courses—aeronautical engineering, automatic control and instrumentation, electronics, nuclear physics, X-rays, would read like a foreign language to the students of last century.

But, as those who have previously attended L.C.C. institutes have discovered, they are not only places of instruction; they are also clubs with an active social life which may include dances, whist drives, debates and concerts, and the friendly spirit and community of interests experienced at these institutes is not their least valuable service.

"Floodlight," the guide to L.C.C. evening classes, in addition to providing a complete alphabetical guide to the subjects of instruction, gives the addresses of the 131 colleges and institutes where all this learning and activity takes place. From their Principals more detailed information and advice may be obtained. In the event of difficulty the Education Officer at the County Hall is ready to assist.

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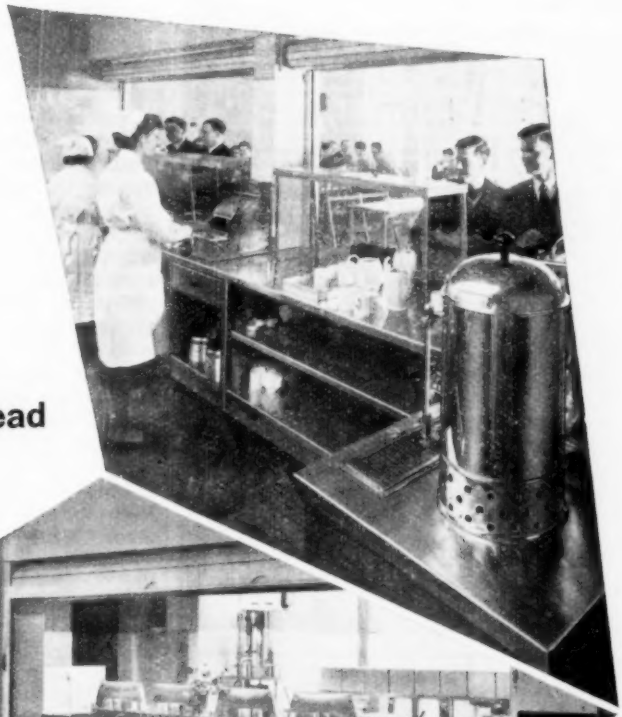

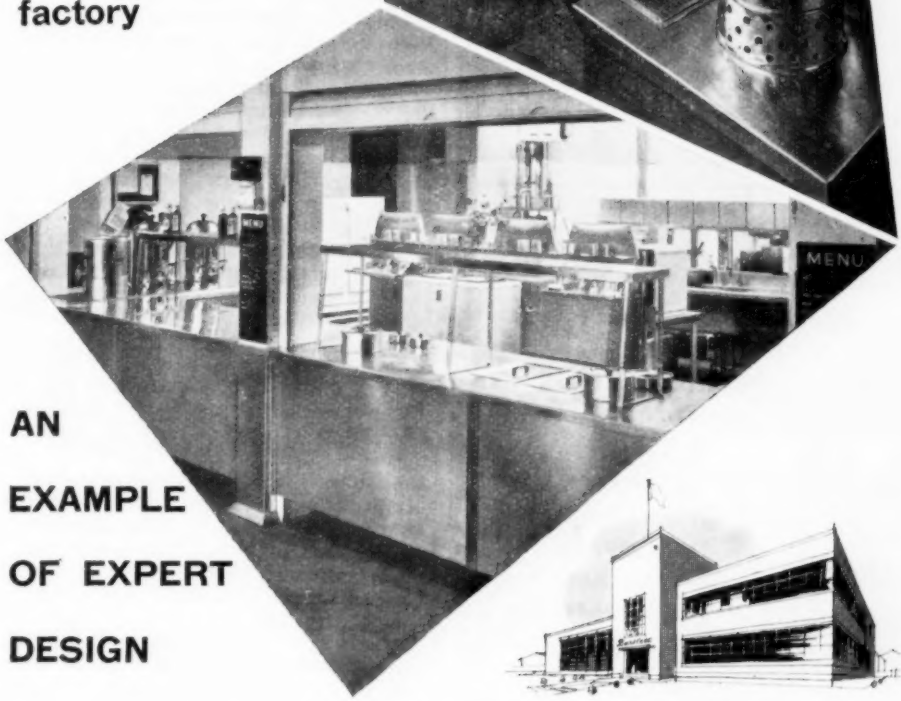

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Month by Month

The Protection of Children

SIX years have now passed since the Home Office, the Ministry of Health and the Ministry of Education united to circularise County and County Borough Councils on the subject of "Children Neglected or Ill-treated in their Homes." This action was taken after debates in Parliament in July and December, 1949. A Working Party of officials of the Home Office, the Ministry of Health, the Ministry of Education and the corresponding Scottish Departments examined the various aspects of the matter and reported to their Ministers. The joint circular of 31st July, 1950, recognised the fact that, while in some cases of cruelty and neglect, the removal of the child from the home might be the only possible course of action, it might be feasible in many cases "to remove or mitigate the causes of neglect by social action." County and County Borough Councils are local authorities under statutes relating to health, education, welfare, housing, and children. It was pointed out that as a result they had concentrated in these powers to assist families and to "avoid the enforced removal of children from their homes." The Ministers asked local authorities to strive for the maximum co-operation of all their own departments and with all the voluntary agencies which are also interested. they suggested three lines of action. Local Authorities might designate one of their officers to be responsible for enlisting the interest of all concerned and devising arrangements to secure the full co-operation of all local services, statutory and voluntary, concerned with the welfare of children in their homes. The officer thus designated should hold regular meetings of all other officers concerned and of representatives of voluntary bodies. Significant cases of child neglect, and all cases of cruelty, coming to the notice of local authority or society officers should be reported directly to the co-ordinating officer, who would bring such cases to the meeting to determine the action to be taken.

Local Authorities, as requested, notified the Home Office of the arrangements which they made in consequence of the circular letter. The same Government Departments are now asking Councils to report on action taken to implement the 1950 letter. Since Councils did in fact so report six years ago, the request must be taken to mean, as is later said, that reports must take the form of bringing up to date information then submitted. It has been represented to the Ministries that there is still need for improvements in co-ordination and that arrangements made six years ago should now be reviewed. The new letter asks if a co-ordinating officer has been appointed, who he is, what his duties are and how they have been carried out. In most cases the officer himself is the only person who can answer the last question and he would seem to be disqualified from doing so. Information is also sought regarding the co-ordinating committee, its constitution and terms of reference, its chairman, to what extent and how it has been used. Last year a Working Party was set up "to inquire into the proper field of work and the recruitment and training of social workers at all levels in the local authorities health and welfare services, under the

National Health Service and National Assistance Acts, and in particular whether there is a place for a general purposes social worker with an in-service training as a basic grade." Local Authorities are therefore asked to send an additional copy of their replies, for the information of the Working Party. There are two categories of social workers who are not manifestly covered by the above terms of reference. They are the Psychiatric Social Worker engaged in Child Guidance Service established under the Education Act and, far more numerous than any, the School Attendance Officer. The latter is not now generally so called. It is in fact recognised that he is *inter alia* a Social Worker and School Welfare Officer is a better, but not yet an adequate title. We await with interest the outcome of the new circular letter, only hoping that the Ministries will remember that the most successful areas may for that very reason submit the most meagre reports. Where adequate co-operation exists, where cruelty and neglect are promptly dealt with or better still prevented and eventually eliminated, what need is there for more committees or for officers to co-ordinate other officers? Soon we may hear of a National Conference of Co-ordinating Officers, in order to co-ordinate the co-ordinators.

* * * *

The Deprived Child

It is time that consideration was given to those subtler forms of deprivation of parental love and security of home which are as serious and enduring as many forms of cruelty and neglect. A few weeks before the issue of the first of the circular letters mentioned above, it was reported that parents, pretending to economic difficulties in bringing up more than two children, were asking Bristol City Council to dispose of their surplus children as and when born. The Children's Officer, it was stated, "was trying to meet parents' wishes" by arranging legal adoptions. Here, surely, are cases where, to quote the three Ministries, everything possible should be done, "to avoid the removal of children from their homes." and not to assist it. The Adoption of Children Acts were never intended to facilitate the break up of homes or the seceding of natural relationships which can and should be maintained. The Children Act and its officers did not come into being to assist in the giving away of children. A most shocking case was that of parents, in their early thirties, who had already two—only two—children, aged eight and ten. The father was a Civil Servant, with reasonable security and salary. A third child was born and immediately declared redundant. The parents claimed that they could not afford to educate it, regardless of the fact that education is both good and free for all. For eleven years they would have had that child's weekly allowance and income tax rebate! They wanted to give away the child at birth, and may indeed have done so. Such action would be irrevocable and would deprive the child of its parents' love—for they might have come to love the child—and protection, of its place in the family, of company, companionship and affection of brother and sister. It would lose all ancestry and all relations, even its very name, for an adopted child rarely knows who he

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is and so suspects an origin which in this case was not so. This repudiation of an unwanted child at birth is worse than cruelty and neglect. Is it not time that the recommendations of the Departmental Committee on the Adoption of Children became part of our Statute Law?

* * * *

The Education Debate

It was unfortunate that the national press could not devote more space to reporting the quite outstanding debate in the House of Commons on the Education Vote. Mr. Edward Peart, M.P. for Wokington, with a maiden speech from the Front Opposition Bench thoroughly merited the sincere and generous tribute paid to it by the object of his criticisms, the Minister of Education. Mr. Peart, said Sir David Eccles in his reply, deserved all the congratulations which the House of Commons was always ready to give to a really good Parliamentary performance. The Minister acknowledged "the helpful and very thoughtful tone" which Mr. Peart had adopted. There was ability without rancour in his speech, and many points were made which were not political party issues. Mr. Peart objected that technical education, of which so much had been heard since the White Paper, could not be divorced from our general system of education. This was true even and indeed specifically of the higher branches of science and technology. The quality of our scientists and technologists will be determined by their experience as scholars in our primary and secondary schools. The debate was important because it was concerned with the fundamental base of our educational system. If that goes wrong, all our fine schemes for higher technology will come to naught. Mr. Peart challenged the Minister on the supposed 'lag' in school buildings. The Minister had repeatedly stated that local education authorities were responsible for the lag. Although the Minister shook his head in dissent, Mr. Peart fully supported his statement. It was useless to deny that there had been a cut in school building. "Postponing of starts" of new projects might sound better but, said Mr. Peart, "if a year's school building programme is dispersed over a two year period I regard it as a cut." Instead of going into too much detail on the subject Mr. Peart referred the Minister to the *School Government Chronicle*, which he was sure that the Minister must have read—

> "After all, this paper is generally favourable to the Minister. He may not have ever read it, but I hope he will do so. It is a good paper, and, as I say, is generally sympathetic to the views he has expressed."

He then proceeded to quote and comment from the columns of our July issue. Mr. Peart stressed the fact, too, that there was still very great inequality in the distribution of teachers, especially in our larger cities. The problem of unequal and inequitable distribution of teachers was one which faced our whole society.

* * * *

The Future of Secondary Education

One of Mr. Peart's main points, which was well taken up by later speakers, was the structure and future of secondary education. He was critical of independent schools, both public and private, when one section of the community is educated in schools 'where education can be bought because of the income of the parent.' The real test of sincerity on the matter was whether or not M.P.s on both sides of the House were prepared to send their sons to the new 'county' schools.

> "If we believe that the new county schools form the real pattern of the future for our educational system, then we should be prepared personally to support those schools."

He still believed that we had not yet achieved in the secondary modern school that purpose which is essential in a progressing and developing educational programme. He strongly supported 'comprehensive' secondary education. It was, he said, fantastic to grade children at eleven into modern, grammar and technical types. The Minister was at his best in his reply and the whole debate was on a high level. Sir David Eccles recognised that 'the storm centre for the next few years' would be the secondary modern school. On this subject he welcomed 'the very moderate and useful remarks' of Mr. Peart. We should, however, remember that the oldest secondary modern school in existence was only eleven years old and the average age of such schools was probably only three years. Their staffs had had no chance to settle down. This extraordinary statement was contradicted from the Opposition benches. It does indeed show a strange misunderstanding, for it suggests that 'modern' schools were created by the Education Act, 1944. The Act gives no support whatever to this idea. As J. Idwal Jones, M.P. pointed out, we had had secondary modern schools for over thirty years. Even

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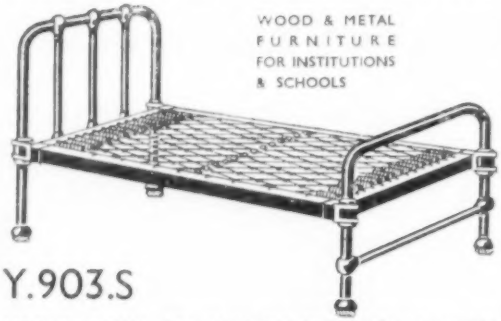

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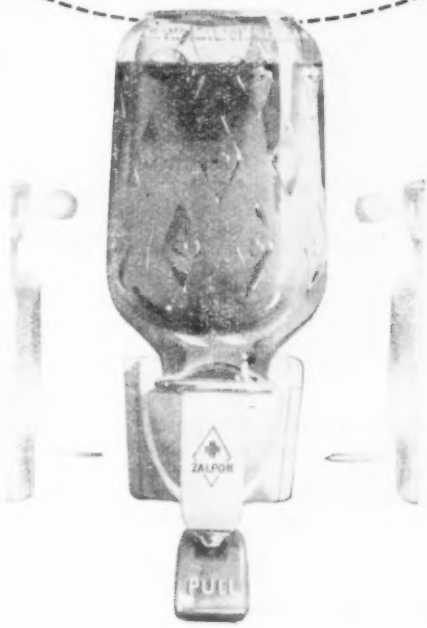

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the name 'modern school' dates back to 1927, while the schools themselves, as the Hadow Report showed, have a much longer history. All the 1944 Act has done so far is to extend the school leaving age to fifteen—that, and nothing more. This argument, however, is a two-edged sword, for those who complain that most secondary modern schools are really only elementary schools renamed should themselves recognise that prior to 1944 many official styled 'elementary' schools were doing secondary school work and, within the limits of a shorter school life, doing it well. We regret to report that the Minister spoke with satisfaction of the encouragement he was giving to G.C.E. courses in 'modern' schools and transfers from those schools to grammar schools at fifteen or sixteen. Both proposals are evidence of the charge that the Ministry recognises no purpose in a 'modern' school other than as an imitator or a feeder of the grammar school. The Minister was right when he claimed that the eleven plus examination was no longer a matter of anxiety in many areas, but why did he mention only one 'local education authority' and that, as it happened, not a local education authority at all?

* * * *

Modern Language Teaching

THE greater part of Ministry of Education Pamphlet No. 29, *Modern Languages*, is concerned with modern language teaching in grammar schools. Not quite eight out of ninety-five pages (excluding appendices) is concerned with the teaching of a second language in secondary modern schools. This is unfortunate when it is realised that from 70 to 75 per cent. of children aged 11 to 15 attend schools of that type, and when one recalls too the recommendations on the subject in the *Education of the Adolescent* nearly thirty years ago. One may indeed, warmly endorse the conclusion that

> The teaching of a foreign language in secondary modern schools can no longer be regarded as experimental. It is clearly established that, given adequate conditions in school and the right teacher, the four-year course can provide for many modern school pupils an experience, a particular sense of achievement, such as few other subjects in the curriculum can give. Not only will it make them critically aware of the nature of language and of sound in language, thus contributing to their command of the mother tongue; it should also widen their mental horizon, add to their cultural and recreational resources and make them more useful and better informed citizens of this country and of the world.

Brief though the section on secondary modern school work is, it will repay careful study by the heads and foreign language teachers of those schools. The advice it gives is sound and timely. It is admitted with some pride that whereas at the outset of such teaching in secondary modern schools only boys and girls in the "A" stream were permitted to learn a second language, there has been during the last three or four years an increase in the number of schools where such teaching is extended to the "B" stream too. This is surely to be desired and encouraged. It is good also to see that the Ministry favour, and indeed go so far as to assume, a four years' course. Eleven years of age is certainly not too young for the learning of a second language. In many European countries the age for such instruction is much earlier and experience shows that an early beginning is desirable.

> There is little hope of a course attaining good results unless it extends over a period of at least four years and it is most desirable that the pupils shall receive a period of instruction daily, lasting not less than 35 minutes. Unless at least four periods a week are made available, it is unwise to include a modern language in the curriculum.

It would be helpful if the Ministry would follow up this pamphlet with one dealing at greater length and in more detail with the secondary modern school.

Mr. N. McKinnon Wood, Chairman of the British Laboratory Ware Association, states that as a contribution to the price stabilisation policy of the Government, the Laboratory Furnishers who are members of the British Laboratory Ware Association have decided to stabilise the prices of the laboratory equipment and apparatus, other than chemicals, they manufacture and distribute, for a period of six months from the 1st September. This decision applies to the prices, for the Home and Export markets, fixed by each Laboratory Furnisher individually for his own proprietary goods and for non-proprietary goods and is subject to the costs of materials and wage rates remaining stable.

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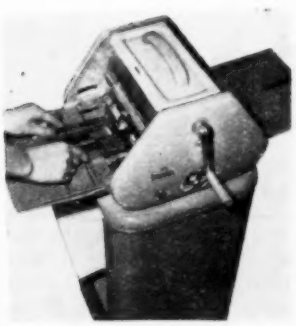

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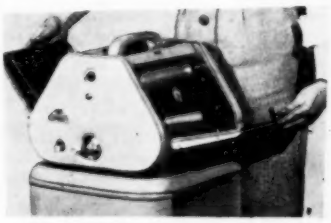

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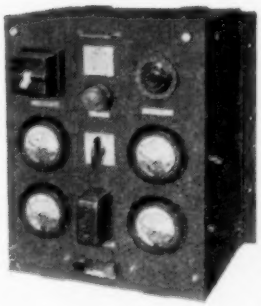

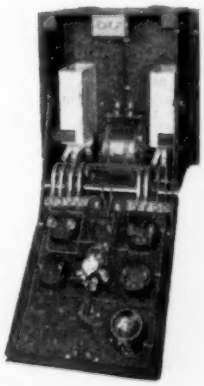

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As the Administrator Sees It

From a Special Correspondent

INTENTION AND REALISATION

Every administrator knows the disappointment that can arise because of the difference between the fine philosophy which has inspired an Act of Parliament and its operation in practice. One constantly meets men and women who have devoted their lives to improving the lot of their fellow men and who have seen their dreams translated into Acts of Parliament but who are disappointed in the results. There are several aspects of the education service which have proved similarly to be disappointing in practice.

First of all the acquisition of land can be a difficult and distressing business. In theory the idea is good. Private interest should not stand in the way of public good. That is the theory. But when the private interest is represented by a humble member of the community who has invested his life-savings in a house and who cannot realise the value of the house because it is earmarked for future extensions, the practice is not so idealistic as the theory. The theory implies that the owners of property are stern, hard-faced men, holding on to their money, and that the Local Authority are the kindly people who are protecting the community from his greed.

The unhappy fact is that hard-faced men rarely possess properties in the neighbourhood of schools. Their possessions are in wider stretches of land.

Local Authorities have purchased much land from the big landowners for housing and education, but the same law which causes hardship to the small owner of a house seems to prove beneficial to the big landowners. The Town and Country Planning Acts must have put many thousands of unexpected pounds into the pockets of owners of land. The development values have been in the nature of windfalls. In many cases Local Authorities are now finding that land which was purchased some years ago at an agreed price is now the subject of an extra payment. Often it happens that this extra payment is several times more than the original price of the land. The lawyers describe these extra payments as unexpended balances of established development values.

The innocent might ask how this comes about. It happens simply because the original owner submitted a claim to the Central Land Board for any development values that might accrue to him. After a lapse of years the money is falling into his hands. The Education Service has to pay, and the cost of education goes up accordingly.

People are only now beginning to realise the difference between planning as it affects the small householder and the big landowners. Yet it is all done according to law, and the motive behind the law—that public interest must be served—meets with universal approval.

* * * *

MARRIED STUDENTS

Another matter over which many administrators are unhappy is the system of aiding married students at Universities and Colleges. Here again the theory is admirable. After the war many men who had left school in 1939 found themselves, in 1946, married, and with no training for a career. It was fair and equitable that special grants should be given in these cases. The practice of aiding married students has remained ever since. There is nothing wrong in giving aid to a married man who decides to go to University or College. What must be severely questioned, however, is the practice of aiding students who marry during their course of studies.

Twenty years ago a married student in a University was a curiosity. To-day he, and she, are accepted as normal. Indeed, *she* might be the subject of envy among her friends. The climate of opinion favours married students at the present time.

One must, however, seriously question whether it is to the advantages of the students and the universities that little or no attempt is made by the authorities to discourage marriage. The combined income of some married students from public funds is sometimes greater than the salary which, at any rate, the male graduate will be able to command in his first job. It is to be feared also that the academic performance of many married students leaves much to be desired. It is from this class that the "Lucky Jims" of the future are likely to be recruited.

The question of the married student is not an easy one to solve. As soon as one raises the problem one is immediately accused of encouraging immorality. Yet unmarried students of the pre-war generations contrived to live chastely, and it is difficult to see why this appears to be more difficult to-day. If the University and College Authorities would make an attempt to discourage marriage the size of the problem would be reduced. Incidentally the cost of aiding students would also be reduced.

* * * *

BOARDING EDUCATION

Boarding education is another side of the service where theory and practice are sadly at variance. When boarding education was written into the Education Act it was assumed that the clever and deserving would benefit. It is very doubtful if all who get boarding education at the expense of the Local Authority could be described as either clever or deserving. No doubt it has been a boon to parents whose occupation takes them to different parts of the country or the world. No-one complains about this. This was the intention of the Act, and it is good to see clever and deserving children in this category benefiting from it.

But so many children who are in boarding schools at the expense of the Local Authorities come from broken homes. The unfairness of this lies in the fact that irresponsible people have a further responsibility taken away from them simply because they are not mature enough to make a success of their marriage.

Here again voices will be raised in protest against such a statement. It will be complained that the children should not suffer. That is quite true, but the

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unfairness of the present system lies in the fact that while innocent children benefit (which is to the good) unworthy parents also benefit (which is not good). Other people who have to struggle to keep their homes going have to pay for this. Surely it was not the intention of the framers of the Education Act that the way to a free boarding education should lie through the Divorce Court. Yet unhappily it is so.

National Association of Divisional Executives

Alderman T. J. Brennan, J.P., of Ealing, Middlesex, will be installed as president for 1956-57 of the National Association of Divisional Executives at the 10th annual conference to be held at Buxton from the 25th to 28th of this month.

The conference will officially open on the 26th with a welcome to the town from the Mayor of Buxton, Councillor E. Barson, J.P.

This will be followed by the installation of Alderman Brennan by the retiring president, Mrs. P. N. Paine, J.P., and the new president will deliver his presidential address.

A full programme of business has been arranged and guest speakers will include:

DR. C. F. STRONG, O.B.E., M.A., Chairman of the executive committee of the National Co-operating Body for Education, etc., who will address the conference on "Education for Citizenship in a Technical Age."

DR. P. G. RICHARDS, B.Sc.(Econ.), Ph.D., whose subject will be "Divisional Administration." Dr. Richards has made a special study of Divisional Administration and has been awarded the first Doctorate in the Faculty of Economics of the University of Southampton. He will survey the work of Divisional Executives, the problems created by Divisional Administration, the extent to which it has been successful and the possibility of development. This address will be followed by the submission of an Executive Statement on the Government's White Paper dealing with the Reorganization of Local Government.

Educational Preparations for a Technical Age

ALDERMAN A. G. B. OWEN, C.B.E., Chairman of the Staffordshire County Council, and a prominent industrialist, will deliver the first of a series of addresses on the "Educational Preparations for a Technical Age." His address will deal with the requirements of industry at the technologist and technician level, the quality and suitability of the training for young persons entering industry from educational establishments and the effectiveness or otherwise of the government's scheme for technical education.

DR. H. LOWERY, M.Ed., Ph.D., D.Sc., F.Inst.P., Principal of the South-West Essex Technical College, will follow with an address on the various types of courses which should be developed for young people leaving secondary schools of various types, and who will not be entering Universities nor taking advanced full time day courses in major schools of technology. He will deal specially with the "Sandwich" courses.

MR. G. W. GIMBER, head master of a large secondary school for boys in a dockyard area, who will speak on the contribution the modern secondary school can make, particularly with regard to the cultural standards that can be reached and the extent to which the school can prepare its pupils for industry.

The concluding talk on the subject will be given by PROFESSOR NORMAN HAYCOCKS, M.A., of the Nottingham University Department of Education, who will deal with the results of the present emphasis on technical education on the cultural life of the community.

In between these addresses consideration will be given to the resolutions submitted to the conference. They number twenty, and cover the powers of divisional executives, staffing of schools, supply of teachers, provision for children under five, transition from secondary to technical education, technical education in other countries, university awards, extension of further education, school-leaving certificates, economies in the education service, employment of children in entertainment, instability of school staffs, etc.

The retirement from executive office of the treasurer of the Association, Dr. J. Ewart Smart, O.B.E., M.C., M.A., B.Sc., will become operative from the date of the conference. Dr. Smart who has recently retired from his position of Divisional Officer for Acton, has been treasurer of the Association since its inception ten years ago and in expressing their regret at the loss of Dr. Smart's services the executive committee pay tribute to the loyal and valuable work done by him for the benefit of the Association.

Tribute is also paid in the annual report to the work of Dr. L. F. W. White, M.B.E., B.Sc., who has occupied the post of secretary since the formation of the Association in August, 1946.

The average American high school pupil, between the ages of twelve and eighteen, has a weekly income of nearly £3 15s., according to a survey published by a New York scholastic magazine. Three out of ten of these children where wholly dependent for their income on part-time jobs.

Many people, interested in present day Europe, are well-informed on countries further from home yet have curiously incomplete knowledge of modern France. Starting on November 14th, the B.B.C. Home Service presents five thirty-minute programmes on "France: Our Unknown Neighbour." In each programme, an Englishman will give his views on a certain aspect of France, and a Frenchman, calling in witnesses and all speaking in English, will reply.

Young men and women planning careers for themselves in industry or commerce are today offered a wide variety of opportunities for technical education. Most of the day courses open to them in Scotland are listed in convenient form in a "Directory of Day Courses of Technical Education in Scotland." The Directory has been compiled by the Scottish Education Department, with the advice and assistance of Regional Advisory Councils for Technical Education, Directors of Education and Principals of Central Institutions.

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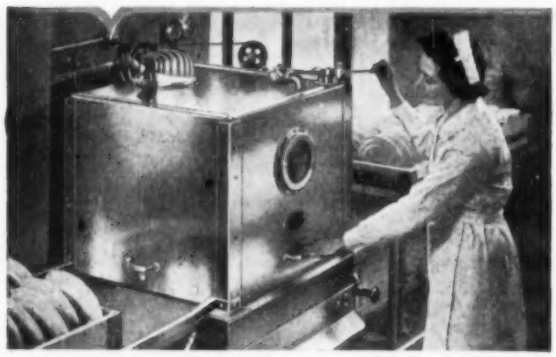
Supply and Training of Teachers for Technical Colleges

Professor Willis Jackson, F.R.S., is to be chairman of the committee set up to advise Sir David Eccles, Minister of Education, urgently on the recruitment and training of teachers for technical colleges. Members of the committee have been nominated by the chairman of the National Advisory Council on the Training and Supply of Teachers and the chairman of the National Advisory Council on Education for Industry and Commerce.

Professor Jackson is director of research and education for Metropolitan Vickers Electrical Co., Ltd., and is a member of the National Advisory Council for Education for Industry and Commerce.

The other members of the committee are:

Mr. R. McKinnon Wood, of the L.C.C. (vice-chairman); Dr. F. Briers, Principal, Norwich City College and Art School; Sir Hugh Chance, chairman, West Midlands Regional Advisory Council for Technical, Commercial and Art Education; Alderman C. B. Jones, Yorkshire Council for Further Education; Mr. D. R. Mackintosh, Shell Petroleum Company, Ltd.; Miss Anne Shaw, director, the Anne Shaw Organization; Mr. J. G. Docherty, Principal, North-Western Polytechnic, London; Mr. A. E. Evans, technical adviser, Association of Teachers in Technical Institutions; Mr. H. Wyn Jones, secretary, Welsh Joint Education Committee; Professor R. A. Oliver, Manchester University; Mr. E. W. Woodhead, Chief Education Officer, Kent; and Mr. A. Maclennan, Principal, Training College for Technical Teachers, Huddersfield.



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Full-Time Courses in Schools of Art

The following agreed statement was issued after a deputation from the Association of Art Institutions met officers of the Ministry of Education recently to explain their opposition to the proposals to withdraw approval from a considerable number of full-time courses in colleges and schools of art which had attracted few students in recent years. There was a helpful exchange of views on the Minister's policy of grouping full-time students to take account of the fall in their numbers from 15,000 in 1949/50 to 11,000 at present.

The deputation criticised in particular the short notice which had been given to a number of authorities. They drew attention also to the need for regional consultation in many instances before a satisfactory decision could be reached and to cases in which, as a result of the Minister's proposals, young students would be required to live away from home or to undertake long or difficult journeys.

The representatives of the Ministry said that although the majority of cases covered by the Minister's proposals appeared to raise no substantial difficulty, there were some in which it would be hard to reach a decision in time for next term. They undertook to review all the proposals in the light of representations made by the deputation and to inform the authorities, as soon as possible, where the Minister was prepared to agree that a decision should be deferred until further consultations had taken place. In the remaining cases he would expect his proposals to be implemented next September.

Members of the delegation were: Mr. H. A. Skerrett, Director of Education for Northampton; Councillor Mrs. M. J. Keeble, of Ipswich; Mr. H. S. Magnay, Director of Education for Liverpool; Alderman A. Ballard, Chairman of Sheffield Education Committee; Mr. R. C. Presswood, Director of Education, Cardiff; Mr. Kenneth Holmes, Retiring Principal of Leicester College of Art; Mr. Marchbank-Salmon, Principal of Lincoln School of Art.

Exhibition of Art Students' Work

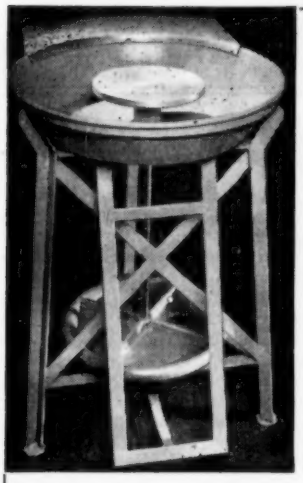
An exhibition of some of the best work submitted this year for the Ministry of Education examinations for the Intermediate Certificate in Art and Crafts and for the National Diploma in Design is being held at 1, Chepstow Place, London, W.2.

For the first time, the general public is able to see this exhibition which will remain open until the 25th of this month. Admission is free.

The work includes drawing and painting, sculpture, pottery, commercial design, lettering writing and illuminating, furniture, silversmithing, dress, textiles, embroidery and lithography.

The exhibition will also be staged at the Manchester Regional College of Art from October 16th—27th (inclusive) and at the Birmingham College of Arts and Crafts from November 19th to December 1st (inclusive).

It is reported from Los Angeles that the Bell Laboratories Company has developed a telephone which transmits pictures along with sound, so that two persons speaking by telephone can see each other on a small screen, adjacent to the telephone receiver.



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MISCELLANY

Mr. M. M. Scarr, Deputy Education Officer, Reading, has been appointed City Education Officer, Cambridge.

* * * *

Aireborough schools, whose pupils remain accident-free, are to benefit from a scheme sponsored by the road safety committee whereby annual awards are made. Stars will be awarded for each accident-free term, and pennants for accident-free years.

* * * *

Sir Arthur Fforde, headmaster of Rugby School since 1948, has asked the governing body to accept his resignation with effect from the end of the summer term of 1957. Before he was appointed headmaster of Rugby he was a partner in the legal firm of Linklaters and Paines. He is 56 years of age.

* * * *

Schoolchildren of the Ogmore Valley joined in a singing festival with a difference at Dinam Chapel, Nantymoel, recently. It was all in the cause of road safety. It was the valley's fifth annual singing festival held for this purpose, and its chief object was to emphasize the importance of learning the Highway Code.

* * * *

The Parliamentary Secretary to the Ugandan Ministry of Local Government, Mr. D. J. K. Nabeta, and sixteen Chiefs are in the United Kingdom to obtain a general view of life in Britain to-day. They will make a particular study of local government, agriculture, industry, education and the work of the smaller courts of justice.

* * * *

At the annual conference of the World Confederation of Organizations of the Teaching Profession held in Manila, Sir Ronald Gould was again re-elected President. He now, therefore, enters on his third two-year term of office as President of this international federation of teachers' associations, which comprises seventy-six national organizations representing some 2¼ million members.

* * * *

Entire funds of a new £300,000 charitable trust are to be used for educational purposes. The following institutions will benefit: New Hall, Cambridge University, Bristol University, Colston's School, Bristol, and Stowe School, Buckingham. The formation of the new trust by Lady Colston was announced by her husband, Sir Charles Colston, the industrialist. The trust is to be known as the Colston Educational Trust.

* * * *

An appeal is being launched for funds to establish a new college of piping at Borreraig, in Skye, where the famous MacCrimmons of Borreraig, hereditary pipers to the clan MacLeod, taught pibroch to students from every clan in the Gaeltachd for more than three centuries during the Middle Ages. The college as envisaged—provisional architectural plans have already been prepared—is expected to cost about £10,000 and it is hoped that grants may be obtained from organizations such as the Scottish Education Department, the Carnegie U.K. Trustees, and the Arts Council, which already makes a grant of £150 a year for the encouragement of piping in Scotland.

FILM STRIP REVIEWS

COMMON GROUND LIMITED

CGA 700—Life among the Eskimos.—Once more we have to thank Common Ground for providing us with information which is both authentic and up-to-date. Most textbooks have followed the popular account based upon descriptions brought back by early explorers and naturally that is the right thing to do until fresh information is available. The colour photographs here will serve to illustrate much that is the traditional life of the Eskimos but bring in also the nature of Eskimo life and organization at the present day. Hence we see the trading steamer and the helicopter, the primus stove and hurricane lamp, and the rifle which is replacing the harpoon. Photography in these latitudes is not easy, but P. E. Allen and R. S. Robertson have brought back a set of pictures which it will be a pleasure to show, and the modern trend in education is illustrated in the concluding frame of children at the mission station. Suitable material for both primary and secondary schools. The script is very informative, incorporating much that will not be found elsewhere. 26 frames.

CGA 698—King Henry VIII.—A recent addition to the Lives of Great Rulers series. Like a new Member of Parliament making his maiden speech, G. E. Pallant Sidaway has entered this series with a zest which makes us share his enthusiasm, for the script bears a striking resemblance to the monarch in its obesity. Seldom are we given such a bulky set of notes and it is a pleasure for the non-specialist teacher to have so much material at his disposal—a lengthy introduction of 47 pages and a further 27 pages describing the pictures. Not content with this, the author also provides a useful chronological record of events in the British Isles and abroad.

Commencing with the genealogical table of the Tudors the strip continues with the early life of the King and introduces Sir Thomas More, Erasmus and John Colet. Wolsey and his foreign policy are dealt with at some length as are also the Royal marriages. In connection with the Reformation there are pictures of William Tyndale, Thomas Cramer and Thomas Cromwell. The strip concludes with the declining years featuring Jane Seymour, Anne of Cleaves, Katherine Howard and Katherine Parr.

Here, at any rate, we have the privilege of comparing the portraits of all six wives; we can see too how the King altered in the course of years. Common Ground have certainly gone to the right sources to provide what in all respects is an admirable strip, contributing something of value to all aspects of education from the Primary school to the University. 40 frames.

* * * *

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5148—Israel.—No library of geography pictures would be complete without a selection of photographs of the newest state in the Middle East established in 1948, and this strip is well worthy of inclusion in a world series. Prepared in collaboration with the Embassy of Israel, the strip gives a reasonable survey of the country and shows the tremendous developments which have been made in both agriculture and industry with consequent improvement in living standards. Maps show the position of Israel, the relief, annual rainfall and climatic data, land classification and irrigation areas. A diagram shows the standard of living compared with some other countries and a graph gives the immigrants into Israel since 1948. The photographs are all interesting and well produced, showing the physical features, agriculture and irrigation, industries, new ventures and settlements. 51 frames.

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No. 5191—British Woodland Birds.—There are many ways of grouping birds for the purpose of filmstrips, but perhaps the most useful from the biological point of view is the grouping according to habitat, for the relationship between creatures and their environment is always one to be stressed from the earliest teaching in the Primary school. In this respect we have already reviewed two excellent strips by Common Ground—Waders, CGA 578 and Sea Birds, CGA 697. It is therefore with pleasure that we can add a further excellent strip in this grouping. These lovely photographs by John Warham will serve for many purposes; the association of certain birds with decaying trees, adaptation for specific purposes such as the glutinous tongue of the woodpecker, cryptic coloration or resemblance as instanced by the pheasant, the function of predatory birds such as owls and hawks, the distinction between nidifugous and nidiculous birds as exemplified by the beautiful picture of young woodcocks—being just a few. Sixteen birds are dealt with of varied form and habits. Our only regret is that the nuthatch and tree creeper, both exclusively tree-loving birds, should not have been included; the former because of its intriguing short, jerky, mouse-like movements, the latter an excellent example of one of the few birds with decurved beaks. 32 frames.

* * * *

No. 6180—Nature in Spring.—This is the first of four strips in colour depicting life in the seasons and intended mainly for the Primary School to stimulate observation and serve as revision work from year to year. We review this strip with mixed feelings. Some of the photographs are remarkably good teaching material; we give as examples those showing sallow catkins, blackbird's nest and eggs, frog spawn, cherry blossom, horse-chestnut leaves unfolding, the primrose and growing bracken. All these are remarkably clear and the detail can be picked out and described. But the pictures of flowers in the mass, though artistic and pleasing to the eye, are of little value to a child who has not seen the flowers individually. That is why the picture of the primrose is of so much more value than the blurred field of buttercups and daisies. To a child a mass of dandelions or lesser celandine could equally be dubbed buttercups. Similarly reason told us that the mass of flowers in one frame was bluebells—washed out in colour—though we know how difficult a colour photograph of bluebells is to obtain, having tried many times. The photograph of the seven-spot ladybird (our largest) is too small to enable us to count the spots (compare with S. Beaufoy's lovely pictures in Insect Natural History—Collins). Lastly, though the photographs of the small tortoiseshell and peacock butterflies are quite natural pictures, that of the orange tip is unnatural and reminiscent of the storebox specimen perched on a flower as a make-do for reality. 28 frames.

* * * *

No. 5161—Moliere's Le Malade Imaginaire.—Again a noteworthy strip by J. T. Stoker, M.A., Lecturer in French, University of Aberdeen, who through his experience as an examiner is able to sift the thoughts and ideas of students and guide them into a clearer understanding and a more critical judgment. As in previous strips the notes are full of interesting information, helpful and stimulating. In one respect this strip differs from the others by comparing the different productions throughout the years. The strip, but more especially the notes, will be particularly useful for those schools studying this play in connection with the General Certificate of Education. 48 Frames.

* * * *

No.—6111—Poisonous Plants.—Children are always attracted by the lovely berries of our countryside; many are impelled to pick them, a few even to taste them. But every child should know the danger so that the urge to taste may be resisted even when away from parental care. The coloured drawings by Miss E. Greenwood leave no doubt as to the determination of each plant, and it is perhaps just as well that this mode of presentation was selected in preference to colour photographs for one can better concentrate upon the individual characteristics of each plant. Pictures of leaves, flowers and fruit are given and sectional drawings where they may be of assistance in identification. The pictures are suitable for children of any age and the sooner they are shown them the better; the script on the other hand is obviously intended for secondary scholars, the natural orders and generic and specific names being given in addition to the popular names, together with habitats, time of flowering and general characteristics with special reference to the poisonous parts. 21 frames.

* * * *

No. 6178—Climbing Plants.—This is a strip which all teachers of biology or nature study will be glad to have. It has been divided into sections dealing with plants with twining stems, plants with tendrils, scramblers with hooks or prickles and the ivy with its adventitious roots. The fine colour photographs by F. Micklethwaite, A.R.P.S., depict thirteen examples, and we are glad to note one of our previous suggestions followed here—the use of close up photography to bring out detail. For example, the sweet-pea is first shown in the mass; then follow two beautifully clear pictures of the tendrils. Similarly one can study closely the clockwise climbing stems of the greater bindweed, the coiled tendrils of the white bryony and the prickles of the rose. 27 frames.

* * * *

No. 6087—The Story of Corn.—From corn-cob to Kellogg's is the theme of this straightforward and interesting strip. A map shows the world growing areas for maize. The cultivation of the maize is first dealt with culminating in the storing and drying process in the crib. This is followed by the loading into barges and transportation and transference to the factory by elevator. Milling comes next and then the processes in manufacture such as steam cooking, flaking and toasting. Finally there is the packing and distribution. The colour photographs are supplied in part by the Department of Agriculture in Canada; the rest were taken in Kellog's factory in Great Britain. Useful for both Geography and Social Studies, especially in the primary school. 28 frames. * * * *

No. 5160—Refrigeration.—This is a subject which every child of ten should know a little about and which every secondary scholar should understand in principle. This strip caters adequately for both purposes, in the former by indicating the need for refrigeration for food preservation; in the latter by showing how cooling is brought about by mechanical means and the principles underlying the process. Conduction; convection and radiation are all montioned and the effect of increased or decreased pressure on the boiling point of liquids. Both compression and absorption systems are explained and the advantages of each type given. Seven frames give some examples of the application of refrigeration. A very useful strip for the Social Study, Domestic Science or General Science lesson. 30 frames.

* * * *

No. 6169—The Etchings of Rembrandt.—For those who do not understand the process of etching the first five frames illustrate the technique. The rest of the strip consists of a remarkable collection of the etchings of Rembrandt, and one could not have finer examples of etching than the work of such a great exponent of light and shade. Many of the etchings are self portraits and serve to show the changing appearance of the author throughout his life. We see too his father and mother and also his wife. Some fine landscapes are included and quite a number of religious works. Certainly a most useful teaching aid to the Art Curriculum. 42 frames.

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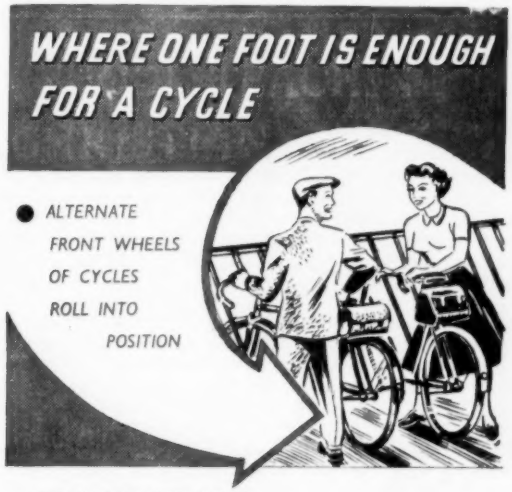

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BOOK NOTES

Anatomical Man : Bones and Muscles for the Art Student, by Silvio Zaniboni. (Alec Tiranti ; 10s. 6d. net.)

"If the artist," said Leoardo da Vinci, "does not have an exact knowledge of the skeleton, he runs the risk of wrongly placing bones and limbs, whereas if at first he makes an outline drawing of the skeleton of the figure he can then boldly draw in the muscles and clothes." It is on this principle that this extraordinarily careful collection of plates has been prepared. Instead of relying on conventional drawings, the parts of the body have been first modelled and then photographed. The result is most vivid. We are shown not portions of a corpse with the skin removed, but what appear to be parts of a living organism. The technical terms of the anatomist have been used, but are explained in the readily intelligible language of common speech. This is a work of double value, first for the excellent way in which its task is performed and secondly because of the emphasis it places on the need for meticulous care in draughtsmanship. Accurate drawing must become second nature if, later, inspiration is to be given full play.—C.

* * * *

The Orthoptist (6d).
Fitters, Turners and Machinists ; (1s. 6d.). (Ministry of Labour and National Service.)

Two more booklets in the "Choice of Careers" series issued by the Ministry with a view to helping boys and girls to make a wise choice of career when leaving school. The first (No. 69) describes the work and training of orthoptists who qualify by taking the diploma of the British Orthoptic Board. The second one will appeal to boys keen on the practical side of engineering. The descriptions in the booklet are based on a typical scheme of apprenticeship training in which a boy specializes in fitting or turning or metal machining after spending about a year in the apprentice school mastering the basic work of all three trades.

* * * *

Silver Dawn, by Stella Mead. (University of London Press ; 5s.)

"Silver Dawn" is an introductory book to Miss Mead's highly successful series of graded story-books for the Junior school, *Round the World Stories*. The vocabulary is slightly simpler than that of the first book of the series, "Morning Light," and the collection of stories and poems, drawn from many countires, should make a strong appeal to younger children. With numerous illustrations in colour and black-and-white.

* * * *

Talking of the Taylors, by C. V. Burgess. (University of London Press ; 2s. 9d.)

This book consists of a series of dramatic episodes in the life of an ordinary family—the Taylors. Each episode provides sufficient material for a class for one period, and is followed by topics for discussion. As well as the usual problems and situations which arise in family life, these playlets raise questions of wider topical interest, such as the Modern Girl, Uses of Leisure, National Service, Trade Unions and many others. There is a need in secondary modern schools for a work of this kind in which drama and a stimulus to thoughtful discussion are admirably united ; and teachers and pupils alike will find much here "to start them talking."

* * * *

Coal in Your Home. (Educ. Publications, Ltd. ; 2s. net.)

Prepared in collaboration with the Coal Utilisation Council and the Women's Advisory Council in Solid Fuel, this booklet shows, with many coloured illustrations, the mining of coal, its treatment to make it usable for various purposes, and through its many uses how to conserve heat in the home and how to make coal or coke "go further."

* * * *

General English for Technical Students, by E. Frank Candlin, B.A. (Univ. of London Press, 6s.).

The aim of this one-year course in English, states the author, is to arouse interest, provoke thought, and convince the student that the time given to English studies is well spent. Mr. Candlin, as head of the Department of English and General Education at Cardiff College of Technology, and the author of several English text books, is well qualified to produce this course for those in upper forms of secondary technical and modern schools, and in day release and evening classes whose primary interests are practical It covers fully the syllabus in English of the Associated Examining Board's General Certificate of Education and all the material has been thoroughly tested in class use. This course will encourage the student to think for himself, to read intelligently and to express himself clearly and accurately. Exercises are plentiful throughout and there is a classified list of topics to assist the teacher who prefers to arrange his course in a different order.

* * * *

The Structure of Knitted Fabrics (Inter. Wool Secretariat Education Dept., 4s.).

An excellent craft handbook which will be of particular interest and value to teachers and pupils in girls' secondary schools. Designed as an introduction to the craft of hand knitting in the case of beginners, and as a simple guide to the construction of a wide range of the more advanced patterns in the case of experienced knitters, it fully covers its subject from the casting on of the first elementary stitch to the successful production of a ladies wool coat. From the first stitch one is led progressively through the many intricacies of the knitting art, with fully detailed and illustrated explanations of the many technical points involved, to the production of a score of knitted articles ranging from men's socks to pullovers and ladies' coats.

* * * *

Craftwork by N. P. Donnison (Angus and Robertson, Ltd., 7s.6d.)

Advertised as a practical guide to craftwork, using many materials and simple tools, this book certainly justifies its description. To say it is fully illustrated is somewhat of an understatement for it is literally crammed with illustrations and diagrams showing the step by step methods for fifty craft projects from simple decoration to Christmas decorations, bookbinding, basket work, stencil work, toy-

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* * * * *

The Travels and Letters of St. Paul, by Canon C. J. Stranks, M.A., M.Litt. (Religious Education Press, 2s. 0d.).

Teachers in both Day and Sunday Schools and workers among young people generally will find this little volume of real value in their work. It is based on a series of refresher course lectures to teachers organised by The Norfolk Education Authority, and which proved very popular. The book is of value in giving an interesting and short sketch of the Apostle's life and work that will start people thinking and talking, and should be much more serviceable than a bigger, and probably less interesting, volume.

* * * * *

Kings and Prophets : David to Hosea, by Miss Elsie Broadie, M.A.S.Th.(Religious Education, Press, 6s. 0d.)

This book is a sequel to *The Chosen Nation*, which has been adopted by many teachers as a class reader for secondary school work, and in it Miss Broadie carries forward the story of the Hebrew people from the birth of King David to the work of the prophet, Hosea.

Miss Broadie, who is lecturer in Religious Knowledge at the Redland Training College, Bristol, is an authority on Hebrew History and deals with the historical and geographical background if the period in a simple and straightforward manual that will appeal to her readers.

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The Minister Approves

During the vacation Sir David Eccles, the Minister of Education, notified Lord McNair, the Chairman of the Burnham Committee, of his approval of the recommendations on scales of salaries for teachers in Establishments for Further Education, and for the teaching staff of Farm Institutes and teachers of agricultural subjects. As in the case of his ratification of the new primary and secondary scales, Sir David emphasized that his approval was given on the assumption that "unless there is some major change in circumstances" the new scales will continue in force for the normal three-year period.

Teachers' Overseas Interchange Scheme

Details of the temporary teaching posts available abroad during 1957-58 under the Interchange of Teachers scheme are announced in a memorandum to local education and school authorities. Sir David Eccles, Minister of Education, says he hopes suitable teachers will be encouraged to apply. Service in schools abroad provides valuable teaching experience, and benefit is gained by schools in this country by the freshened outlook of teachers on their return from overseas.

Post-to-post exchanges for one year for experienced teachers are arranged with self-governing countries of the Commonwealth and with the United States. Other arrangements offered include interchange posts for teachers of graduate status in France, Austria, Germany and Spain, and "assistantships" in those countries and Italy and Switzerland as well.

"The First Stage"

At approximately monthly intervals over a period of nearly one year—November, 1956, to September, 1957—the B.B.C. Third Programme is to broadcast a comprehensive selection of the best of early English drama under the title "The First Stage." As many works as possible, many of them rarely performed and never previously broadcast, have been included in the project to form a chronicle of the development of English Drama from its earliest beginnings, some six centuries before Shakespeare and Marlow, to the emergence of the Elizabethan public theatres, in the 1580's. This major undertaking has been prepared by John Barton, Fellow of King's College, Cambridge, who has arranged the plays for broadcasting and will introduce each production. He has also written a booklet, entitled "The First Stage," which the B.B.C. will publish about mid-October as a general introduction to the series.

The Council of Clifton College, Bristol, have notified parents and guardians of boys at the school that fees are to be raised from the beginning of 1957. There was an increase at the beginning of this year which amounted in the case of upper school boarders to £39. The council, of which Sir Frank Tribe is chairman, now state in their letter to parents that the speed of the inflationary trend has upset calculations on which the last increase was based. Rising costs in wages, catering, fuel and light, repairs and maintenance "can only be met out of current income." An increase in the salaries of masters has also been approved.

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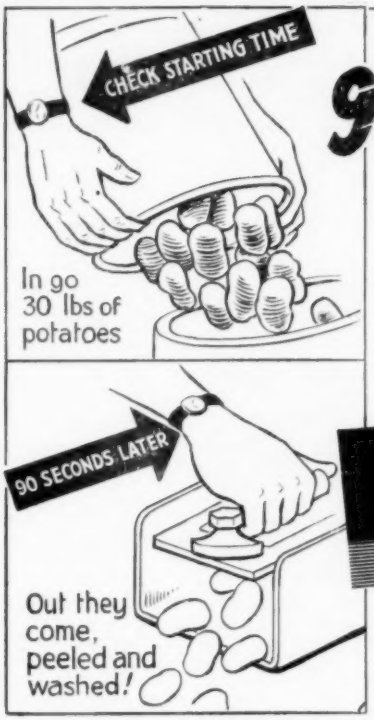

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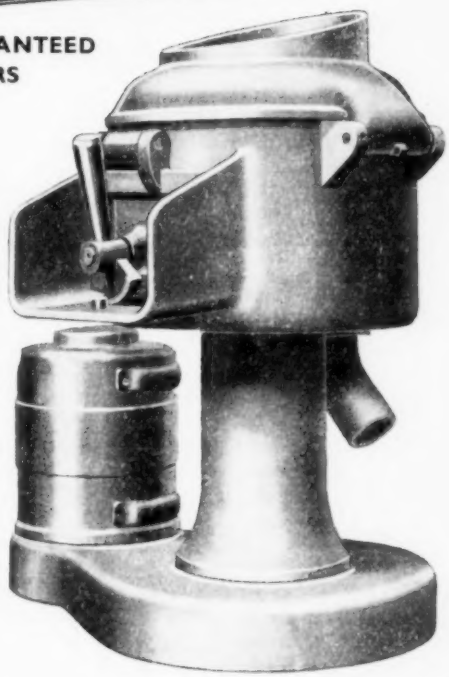

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